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MIDDLEBURY COLLEGE

FOUNDED IN 1800

THE CENTRAL COLLEGE OF VERMONT

Equidistant from the Northern and Southern Boundaries. Half way between Vermont's largest cities. On New York Central Lines (Rutland Railroad). Four through trains daily each way between New York and Boston and Montreal. Fare (mileage) from New York, $5.34; from Boston, $4.00.

COURSES Three four-year courses, Classical, Scientific, and Pedagogical. The Scientific Course includes two years of preparation for engineering and admits to the Junior year of schools of technology of the highest grade. The Pedagogical Course prepares for teaching in high schools and school superintendence. The three courses embrace about one hundred and seventy-five studies in 17 departments of instruction.

ELECTIVE GROUPS Middlebury College offers to every student the personal advice and assistance of some member of the Faculty in laying out a practical course of study. Groups of studies have been formed for the benefit of students who have in mind a particular occupation. In connection with these groups, a member of the Faculty is appointed by the President to act as an adviser to students wishing to specialize in that group. The subjects in which groups have been formed are Agriculture, Business, Education Engineering, Journalism, Law, Medicine, Mineral Industry, and Theology.

NEW OPPORTUNITIES The physical education of every student has been provided for through the work of two competent physical directors. New departments of instruction have been added this year in Engineering, Home Economics, Pomology, and Physical Education and Art, with 17 subjects of study.

		Faculty	Students	Income
GROWTH	1905	9	118	25,914
	1906	10	136	28,496
	1907	11	156	28,490
	1908	11	178	29,299
	1909	13	202	36,072
	1910	19	226	54,781
	1911	20	276	59,113
	1912	26	305	69,498

FURTHER INFORMATION. Inquiries may be addressed to

PRESIDENT JOHN M. THOMAS.

MIDDLEBURY, VT.

THE MIDDLEBURY CAMPUS.

WHY GO TO COLLEGE?

AN ADDRESS AT THE OPENING OF THE ONE HUNDRED AND THIRTEENTH YEAR OF MIDDLEBURY COLLEGE.

THIS month some 60,000 young men and women will set forth from their homes to enroll as college students in more than 600 colleges in the United States of America. The number is larger than it used to be, and larger relatively to the population. The American people are gaining increasing faith in higher education. They are supporting colleges and universities more liberally both by private endowments and state appropriations, and they are sending their children to receive the benefits of them in rapidly increasing numbers.

What are those benefits? What do parents expect by way of return in good to their children for the sacrifices which are nect essary? What is it fair for the students themselves to expec- as the result of college training?

For several years I have tried to get from students their ideas on these matters, and I remember one boy who wrote that he had noticed that people without advanced education usually had to work very hard, and he thought it prudent to take a college course in order that his life might not be spent in laborious toil. That young man only expressed in näive, blunt form the staple argument for a college course not so many years ago, which is not without considerable influence still. To get off the farm with its back-aching labor and steady grind of uninteresting toil, to secure equipment for professional or commercial life in some large center of population, has been the motive which has sustained many a youth through the pages of Livy and Homer and induced him to persevere despite the travail of Analytic Geometry and Calculus.

We ought all to understand by this time that as far as work is concerned his argument for college is a delusion. Many a man in a city lawyer's office or banking room is today sighing for the content and quiet, with the healthful toil, of the farm where

he was a boy. There is some sentiment in his longing, but more substantial fact. Machinery and the application of science to agriculture have made farming a different business, while the press and hurry of modern commercial life have diminished the relative attractiveness of city occupations. There is to-day no more promising and desirable college student, both from the point of view of the college and the good of the country, than the young man or woman who proposes to gain all the college can give him and then return to life in the open country to enrich and enlarge it by the added personal power he has gained in college.

Middlebury College should have for its purpose, not to take men from Vermont, but to enable them to live in Vermont a life of usefulness and power, with ability to gain here a livelihood sufficient for comfortable and generous living, and power and grace to add to the community life those elements of intelligence and virtue which give to a State stability and worth. The service of Vermont by enriching the life of the whole State must be our goal, not the questionable service of a few by enabling them to move away.

It is a debatable question whether a college education enables one to make more money or not. Some contend that it does; others urge that in commercial pursuits at least a boy will be better off who gets to work at an earlier age. I shall not take sides in this debate. I am almost minded to serve notice on any student, who has come here because he thought it would pay in dollars, that I would like him to withdraw his registration and depart at once. If I thought he could not be converted to a higher motive, I would do just that. For we want a different spirit to prevail in this college. We want to establish the college motive on a higher plane.

A living is a small part of life. How he shall feed and clothe himself should be one of the least of a man's worries. It is not so very hard to do it in some way, but whether hard or easy, it is so much more to be a man than merely to maintain the existence of a human animal that the sustenance of manhood should be a care vastly more important in our concern than the support of the physical frame. It is what the college can do in the development of manhood which constitutes its claim upon the attention of young men and women, and the benefits to

which the student looks forward in anticipation of a college course should be the intellectual and spiritual benefits which may fairly be expected from the discipline of college studies and the privileges of college life.

It may fairly be expected as a result of college training that the graduate will know how to study. It is doubtless imagined by the inexperienced that young men and women know how to study when they come to college, but these gentlemen at my side are aware that this is the case only in exceptional instances. Altogether too many students do not even know how to get a lesson. They lack the capacity of mental grip and concentration which fixes facts and principles in mind and enables one to hold them until they are called for. They have never acquired the faculty of that peculiar elevation of mind, that quickening of intellectual energy, by which one rises to a mental power higher than the normal and is enabled to understand and appreciate truths and principles to which in his ordinary moments he is indifferent.

A student often says that it is hard for him to learn, when he means that he is intellectually too lazy to arouse himself into that condition in which he can learn at all. It is not that he cannot understand a matter when he sees it, but that in his easy apology for study he does not open his eyes to see. What he needs is not a larger power of comprehension, but more stimulus from the will to get himself into a comprehending state of mind. Time is a poor measure of intellectual labor. More is accomplished in five minutes of highly concentrated endeavor than in two hours of listless dreaming. This is not to recommend homeopathic periods of study, but to assert the principle that a good deal which passes for study is not worthy the name, and that one does not really study until he rouses himself to intellectual endeavor which can rightly be called work.

A student will sometimes say it is difficult for him to remember. What he means usually is that he does not really learn. He can call to mind well enough what is once fixed in his mind, but his common practice is to pass over the material of a lesson in a listless, half-lazy manner so that it makes no lasting impression. If the will is summoned, frequently the call is only a general one, to "get that lesson", or to avoid failure next time; it is not the awakening of his real manhood to the worth and

meaning of the subject with which he is dealing, which brings his vital power to bear upon the topic. The motive is a selfish and unworthy one, to get through a subject, and it results in failure to get much out of the subject, even if one gets through it according to the marks in the instructor's pass-book.

I have implied that there is a large difference between getting a lesson and real study. Children get lessons; men should pursue truth. The reason why the college "grind" is held in no great respect is that that species of student has acquired the peculiar faculty of getting lessons, but has never risen to the insight that the real task of the student of mature years is not to get lessons set by other men, but to win a position as a man among men in the world of students. A lesson is only a suggested outline of a small portion of a great subject. The entire course of lessons through a semester or a year is but the beginning of knowledge in a vast field. The man who knows how to study does not merely acquire the facts set before him in text-book and lecture from day to day and through the course, but derives from these suggestions—and they are only suggestions—appreciation of the significance of the subject, and of its worth to him personally and to the great world of men. Only the student who achieves this appreciation really learns how to study and what study is for.

All the facts attained during an industrious college course will carry one but a small way in the great work of life. A college education is not the accumulation of a bank account in the currency of knowledge, to be drawn upon and found sufficient for the needs of after life. It has no parallel with any such process. A college course rather is a training in method, method of attack upon the problems of manhood, method in arriving at knowledge and deriving results that are sure and reliable. A student who pursues one investigation, no matter how small the field, and achieves reliable results through his own search and his own endeavor, both as to how to reach those results and the results themselves, has secured an education worth while. The trouble is that too many students never awaken to this idea. They never overcome the superstition of the authority of the printed page. A book sold as a text-book, bearing the name of a college or university teacher on the title page, and recommended by the instructor, is accepted as a matter of course as an

infallible rule of faith and practice. One of the first necessary lessons of Freshman year is that text books are not inerrant; not that a particular text-book is faulty, but that any text-book is merely a contribution in the investigation or analysis of a subject, to be criticized and weighed by every man of independent mind who enters that field of knowledge. All facts are constantly subject to revision, all opinions are liable to correction. A real student of mature years is one who uses the writings of others as convenient outlines of results hitherto attained and believed to be reliable, but by no means to be accepted as a final and perfect embodiment of truth in that field of science. In childhood you were supposed to take things on authority and accept the opinions of your elders as reliable: now that you are a man you are summoned up into the company of those who have discovered facts and formulated opinions, and are invited and urged to take your place on the level with them, to estimate their deliverances in your own judgment, and to add to their facts, it may be, by your own pursuits.

Your work in the world will be like the work of no other man that has lived before you or that will come after you. The great God never duplicates men, nor their opportunities, nor their duties. You may learn from many, you may receive suggestions from a thousand, but you must at last stand upon your own feet in a place where no one has been before you and work out your own problems and achieve your own destiny. It is therefore necessary that you learn method, the method of using the mind in the problems of life, the method of arriving at truth in the department of knowledge which you will be called upon to use. This, and nothing less than this, is what I mean by the phrase "how to study". It is a task for an entire college course. It may be fairly expected as the result of conscientious and sympathetic attention to duty in college. The great majority of the men of mind, who in large affairs are working out the original problems whose solution means the progress of the world, received their training in college. At any rate a higher education furnishes the best opportunity open to-day for the development of mental power of this order. This is my first answer to the question, Why go to college?

If we are to attain this result, there must be less notion of getting through courses and more idea of mastering subjects.

Each one of the five topics of study in your work is an invitation and an opportunity to become acquainted with the work of masters in some important field of human activity. It is a subject you are asked to study, not so many pages of a particular book not the opinions of a certain man, or the extracts from a field of knowledge which some text-book writer or your instructor has chosen to place before you. I confess I often feel resentment when a student complains that an examination presented a question or problem which he did not have in class. Such an objection makes me feel that I am taken for the master of an elementary school, not the official of an institution of higher education. When a man comes up for a degree in a German university, he is examined on subjects, not on a dozen books which have been doled out to him in a series of lessons, or on the lectures in a particular number of courses. If he presents himself in Ethics, for example, as a candidate for the degree of Doctor of Philosophy, he is examined on what men have thought on the basis of moral obligation and the principles of human conduct. The examiners determine whether he is at home in the field of Ethics, whether he has competent opinions on the speculations of philosophers in that science, whether he can argue and plead intelligently and forcefully on the basis of the principles therein involved. Our examinations, in which the instructor is at pains to confine himself to just exactly what has been taught and re-taught and reviewed in the class room, are baby examinations compared with those which the holders of German university degrees have been compelled to undergo.

The problems of America are not less difficult than the problems of Germany. The need of men of mind in this new world, with its rapid present formulation of a civilization destined to affect profoundly the oncoming centuries, is not less, but greater, than in the fatherland of education. If we are to produce the men in America, we must raise the standard in the American higher schools. The world demands knowledge of subjects and does not stop to ask whether the topic has been presented in class. If the college is to train men for life in the world, it must make them competent, not merely to reproduce what has been given them, but to acquire facts and principles in various fields of knowledge, whether they have been taught them or not, and to use them as occasion may demand.

Old graduates tell us of colloquies or dialogues which used to be presented on the chapel stage or at public exhibitions. A student would advance an opinion concerning the merit of a certain author, or the worth of the teaching of a drama or of a judgment in a philosophical writing. Another would take up the discussion, corroborating the opinion of the first or suggesting a different point of view. A third and perhaps a fourth would join in the discussion until something like one of the classic dialogues was presented. The participants had prepared themselves carefully, yet the form of the discussion was largely extempore. It was an exhibition of serious conversation in a society of scholars. Doubtless the opinions were sometimes sophomoric and the expression crude, but the idea of training men in the ability to discuss freely a serious and important topic is something which has to-day largely passed from the student mind, and we need a modern method to reinforce the truth involved in those old colloquies—namely, that a college man should have judgments of his own in various fields of learning, which he is ready to advance and defend in an intelligent and forceful manner.

Let us now approach a second and more compelling motive for a college education. In a broad way there is but one subject of college study, and that is the study of history. Every science has its biographical or historical side. Some individual wrought out its principles, made its discoveries, gathered its truth into systematic and presentable form. That work was part of the striving, upward pushing of the human spirit, of which history is the record. History, properly conceived, gathers together all the achievements of humanity, in science, in literature, and in philosophy, brings out the salient and significant, points to facts and discoveries which had successors in the world of thought and action, and presents the record as the story of humanity's life.

It may fairly be expected as a result of college training that the student will acquire some little insight into this long process from ignorance to knowledge, from superstition to pure religion, from slavery to freedom, from subservience to the powers of nature to their mastery and control. The deeds of mighty men will come before the student's vision as he pursues the marvelous record, their toils and their sacrifices, their trials and their sufferings. He will learn of the saints of whom the world was not

worthy, and of the thoughts that made men suffer for that they came so long before their time.

It cannot but be borne in upon one as he catches even some little vision of how men have toiled and suffered for the discovery of truth, and how the truth has uplifted and enlarged humanity as it has come steadily and increasingly into the clear, that obligations of increasing severity, responsibilities of constantly growing moment, and opportunities of steadily wider outlook and glory, present themselves to the human spirit. It is a far greater thing to be a man in this age than in the rude days of the first attempts at civilization. Every new discovery, every vision of beauty, every victory of right in the field of conduct has increased the obligation of humanity in the generations succeeding. Whatever man has done that is great and noble, that I must do in my sphere of life, just as soon as I know of it, and just to that extent I am able. I must translate the spirit of every warrior and poet and artist, whose deeds of heroism and visions of beauty thrill me and compel my admiration, into my life, and be that sort of man in the place where the great God has put me.

Education, therefore, vastly enlarges moral and spiritual responsibility. Many do not know how scholars have struggled for their truth, and how the martyrs of science have suffered for their visions. They read the words, but they are only dead letters to them; but you are invited into the laboratories to work their thoughts out after them and thrill with them at the vision of their truth. You are brought into a realization of what it meant to work out an Attic tragedy or a drama of great Shakespeare. Upon you, therefore, rests the responsibility of ambition and endeavor for that quality of manhood. A college education tells you how big a thing it is to be a man. It should lift the level of your life to the level of the great souls that have wrought out the good of this world. A college education gives the conscience of a man some tremendous things to work upon. It enlarges vastly the responsibilities of his life. It summons him to live, not by the standards of the street, not according to the meagre ethical ideals which have been formulated into statutes but according to the lives and achievements and visions of the' world's mighty spirits.

The development of conscience is the greatest gain from college training. Duty is blessing. An oyster has few duties and is

not much of a creature, but a man has many and is at the other end of the scale. The more duties a man has, the more man he is. The more you get out of college, the larger will be your responsibilities, and therefore the larger the privileges of your manhood.

We want at Middlebury a college which sends out men and women of large obligation to the world, who will assume large duties and who dare to assume no less, because of their vision of the meaning of humanity as it has been wrought out by the world's masters. There must be a Middlebury stamp as unmistakable as the inscription on the coinage of the nation. It must include the spirit of bold attack, the courage that despises no feeble instrument if it be the best at hand, the resolution of large achievement in whatever be one's sphere of life. Our graduates not a few of the past one hundred and twelve years have given us the right to claim this coinage. It is for us in these perilous days of expansion to see to it that we keep it true. There must be no lowering of the standard, either in scholarship or in character, with the increase of numbers and the enlargement of material equipment. Your instructors are minded rather to enhance the difficulties of a college course in this town, and to be more resolute in purging from our numbers those who will not respond to the Middlebury appeal for high ambition and earnest work. The new regulations placed in your hands are an indication of this purpose. They demand much more constant attention to duty than has heretofore been required. A student absent from a given course three times without excuse will hereafter be excluded from that course, and when he has been excluded from two courses for such cause, the question of his suspension will be in order. It will no longer be possible to cancel absence from college exercises for all sorts of trifling reasons. The reasons which will be allowed are clearly specified and are believed to be the only ones which really justify absence from college work. The number of allowed absences has been diminished, and when they reach a certain number the student's passing grade is advanced automatically ten points in all subjects for a period of one year. These regulations represent an attempt to raise the standard, to make it more difficult to attain a Middlebury degree, and are put forth frankly with that avowed purpose.

It is not believed that they are too severe for any earnest student of such mental capacity as should be rewarded with a col-

lege degree. They do not allow, however, for protracted seasons of lapse from industry. It is recognized that a student may have many excellent qualities, and still fall below the standard. We protest, however, that the college is not a nursery, and we desire to expend our labor on men and women. If college is a preparation for life, there should not be too many excuses. Less than three unexcused absences from duty in a banker's office would terminate the job, and undue leniency is not kindness in the preparation of men and women for work in this stern and exacting world.

This does not mean absence of sympathy and kindliness in dealing with students hereafter. You who have been here know us well enough to make protest on that score unnecessary. We desire, however, to exert our sympathetic friendliness in encouragement of honest work at the time for it, and not in condoning faults which, if too frequently forgiven, weaken the nerves of energy in the entire college community. We are a little college, and therefore we must keep our pride. We may never challenge the world by the thousands of our attendants, nor by the millions of our wealth, but we can, and we must, by the earnestness of our toil, by devotion to high scholarship of a large and vital sort, by the spirit of courage and resolution which we put into all our work,—we must by these means lift a challenge which shall be heard with joy in a world in which greatness is too often confused with size and worth with show. In that work I invite the co-operation of every student with confidence and earnest hope.

Members of the Class of 1916 :—We welcome you this morning to membership in the college we love and honor and which we desire to hand down worthy of the love and honor of those who come far after us. We ask you to join us in our endeavor to make Middlebury a name of honor and esteem. What possibilities of good for the great world, and for the college you will one day call your Alma Mater, may lie within your lives, we cannot tell, but we believe that if you will come up to your best in the search for truth, in the development of minds skilled in the discovery and test of truth, and in appreciation of the moral obligation which humanity's achievements have wrought for those who know them, the good from your lives will be beyond our fondest hope. The road before you will not all be easy. Some of its hardest climbs will come almost at the start. We welcome you, not as those who are invited by easy days and trifling tasks, but as men and women who will glory with us in giving this old world a hard fight before we die.

REV. RICHARD SILL HOLMES, D.D., LL.D.

[By One of His College Instructors and Later His Pastor.]

DR HOLMES was my pupil at Middlebury, my parishioner at Auburn, N. Y., and valued friend to the last. At the 124th General Assembly of the Presbyterian Church at Louisville, Ky., in May last, at which we were both Commissioners, he told me gleefully that he should be in Middlebury, at the jubilee of his graduation, and he afterward wrote to me how much he enjoyed it.

I never felt so proud of Dr. Holmes as on hearing him preach four or five years ago at the large Munn avenue Presbyterian Church in the neighboring city of Orange, N. J. He held a magnifying glass in his hand through which, as his sight was defective, he read his hymns and the Scriptures, and after the service he employed suitable appliances for aid in hearing his friends as he met them and received their warm congratulations. He had the use of but one eye from youth, and deafness came upon him early. Yet he never posed as a martyr or an object of pity. There was always something triumphant about him. He brought such an atmosphere of good cheer with him into the pulpit as reflected a kind of charm upon the very implements for aiding his sight and hearing. He was not hindered, but rather elevated by their use. One did not think of his obstacles, but was filled with admiration at his victory over them, and with gratitude to God for appliances which so completely removed all his difficulties. In his sermon at that time he said: "I once thought the principal work of the ministry was the conversion of souls. I do not think so now." This was his fresh and pithy way of saying that the full discipline and establishment of men in the Christian life is the chief result to be sought. He then told me he preached almost every Sabbath. When his deafness gave rise to an humorous incident no one laughed more heartily than he. I have never known a man to overcome so many handicaps with such complete success. He was naturally bright, impulsive, able, amiable, jovial, intense, and persistent. He was an excellent scholar at Middlebury and at Auburn. He sustained at the close of his first year in the Theological Seminary one of the best examinations I ever heard there.

When I was a pastor at Auburn, 1862–1877, I had the pleasure of having a good many graduates of Middlebury College in my congregation, while they were studying theology there. Mr. Holmes came to me very cordially in 1865 and at once united with the Second Presbyterian Church, of which I was pastor. Dr. L. E. Lathrop, Middlebury, 1815, had been pastor of the same church, 1836–1851. Dr. N. N. S. Beman, 1807, had been elected, but declined a professorship. Dr. Edwin Hall, 1826, was then Professor of Christian Theology, 1855–1877. James E. Pierce, 1861, was Professor of Hebrew, 1865–1876, and had Mr. Holmes among his pupils. Mr. Holmes came into our church with a warm and tender feeling. He had recently passed through some very searching religious experiences, resulting in a renewed and deeper consecration. I think he had previously contemplated the study of law. He immediately entered heartily into Christian work, in the choir, the Sabbath school, the Y. M. C. A. and in our devotional meetings. At the close of his first year in the seminary he felt constrained by impaired health to withdraw from the seminary, to secure employment, while still keeping up his interest in religious work. For twenty-one of the best years of life, 1866 to 1887, from the age of twenty-four to forty-five, he was detained from the pulpit. In 1868 he married into a prominent family of the First Presbyterian congregation and in time took his letter to that church. As chorister, Sabbath school superintendent, and in various other ways, he rendered great service to that church. He was for four years in mercantile business, six years in manufacturing, eight years a teacher in Latin in the High school, and three years registrar of Chautauqua work in association with Bishop Vincent and others. The State convention of the Y. M. C. A. was held in the Second Presbyterian Church of Auburn in 1868, a notable meeting which had been the object of much preparatory labor and prayer by Mr. Holmes. Perhaps no other person contributed more to its success. Three years later, in 1871, he was president of the State Y. M. C. A. association. In 1876 he entered upon Chautauqua work, and for ten years was one of the most efficient of its speakers.

But perhaps the most striking event of Dr. Holmes' career was his contribution to the endowment of Auburn Theological Seminary with $300,000 and its retention in Auburn in 1873. Though without much property and living on a small salary as

Latin teacher in the High school, he subscribed $1000, and was one of ten men, seven clergymen and three laymen, of all of whom he was the youngest, who within the last fifteen minutes allowed signed a guaranty for $58,000, which saved the seminary to Auburn. The seminary had been entirely given up except by those ten men. That night was the Passover of Auburn Theological Seminary. The demand had been made that $400,000 should be raised within sixty days, ending at midnight July 8, 1873. The United Boards of Commissioners and Trustees had voted that the seminary should be removed to Aurora, N. Y., twelve miles away, in order to secure the pledge of $400,000 by that noble man, Col. Edwin B. Morgan, an associate of Justin S. Morrill in Congress, unless Auburn should raise $300,000 within sixty days. Every possible effort had been made, every nerve had been strained, but without success until fifteen minutes of the allotted end. Others had abandoned the cause, gone home and retired to rest. All the world except those ten men supposed the seminary gone. But within those last fifteen minutes, July 8, 1873, 11:45–12:00 P. M., those ten men, silently, without mutual persuasion, though none individually had much property, signed the guaranty, and the seminary was saved. The writer, as chairman of the Endowment Committees, both in 1870 and in 1873, and to the end, knew every incident involved, and Mr. Holmes, his pupil and parishioner, became thenceforward intensely endeared to him forever. The young teacher, then only thirty-one years of age, paid $1200 interest upon that subscribtion.

Rev. N. S. S. Beman, Middlebury, 1807, was moderator of the Presbyterian General Assembly of the U. S. A. in 1831. Edwin F. Hatfield, Middlebury, 1829, was moderator in 1883, having been previously stated clerk of the assembly for thirty-seven years, 1846–1883, much longer than any other man. His name was suggested and but for his deafness it seems probable that Dr. Holmes would have been moderator after his large services in many ways and especially in raising by appointment, large sums for the removal of debts on home missions and on the Presbyterian House.

Such a man ought to be loved and admired, and he was and is rewarded. The numerous testimonials of affection and respect called out by his death show the world's appreciation of such a life

The strenuous spirit of that day, July 8, 1873, may be seen by what Dr. Homes wrote to me thirty years later, April 20, 1903: "We canvassed all day and prayed much." Our Lord's directions for church work were: "Salute no man by the way." "Let the dead bury their dead."

Dr. Holmes has reflected honor upon his alma mater and was certainly a marked man. (1) In overcoming physical infirmities. (2) In rising to eminence in the ministry after twenty-one years of comparatively obscure work in High school and in business. He received his D. D. only three years after his ordination. (3) By engaging in about twenty different kinds of benevolent work, for home missions, the Presbyterian building, 56 Fifth ave., New York, for Lincoln University, etc., and doing all well. (4) In forwarding the Holmes Publishing Company, *The Westminster*, an efficient religious weekly, of which he was founder, editor, and owner. (5) As novelist and author and in various other ways. His three articles in the last issue of *The Continent*, Sept. 5, 1912, the day on which he died, are among his best. Middlebury College may well honor such a son.

1916 CLASS ROLL.

A GLANCE at the following roll of nineteen-sixteen must afford satisfaction to all those who believe in Middlebury. No better indication of the broadening influence of the college could be provided. Not only is the class the largest in the history of the institution, but the geographical distribution is very encouraging. The dormitories that three years ago furnished ample accommodations are inadequate. The college has been obliged to rent houses about the village and to assign rooms in private residences. This is convincing evidence, were any needed, that President Thomas has not been premature in his suggestion of a new men's dormitory and, if the present increase of enrollment continues, a second women's dormitory within a comparatively short time is far from visionary:

MEN.

James G. Anderson, East Orange, N. J.; Henry E. Aylward, Ludlow; Eldon A. Austin, Randolph Center; Lyle E. Batchelder, Peru; Luke E. Bicknell, Charlemont, Mass.;

Caleb T. Brickett, Haverhill, Mass; Robert H. Bruce, Milford, N. H.; Darrell D. Butterfield, Middlebury; Robert B. Chalmers, Fitchburg, Mass.; William E. Chandler, Keene, N. H.; Philip H. Condit, East Orange, N. J.; Wayne W. Constantine, Shelburne Falls, Mass.; Edward J. Cooncrty, Windsor; Graydon A. Cowles, New Britain, Conn.; George M. Crawford, Wilmington, Del.; William H. Crowell, Hyannis, Mass.: Edward M. Dickinson, Lunenburg, Mass.; Carroll W. Dodge, Pawlet; Robert S. English, Charlotte; Frederick L. Fish, Vergennes; John J. Floyd, New London, Conn.; Ralph A. Foote, Cornwall; Charles A. Fort, Middlebury; Lloyd B. Gale, Batavia, N. Y.; Ralph H. Gilmore, Concord, N. H.; Ernest E. Grant, New York City; Russell Hemphill, Westerly, R. I.; Earl F. Horsford, Charlotte; Joseph W. Howe, Valatie, N. Y.; Edward S. Huntley, New London, Conn.; Winfield S. Huntley, Middlebury; Edwin W. Hutchinson, Valatie, N. Y., Joseph P. Irons, Mamaroneck, N. Y.; James B. Jones, jr., Batavia, N. Y.; William R. Keefe, Greenfield, Mass.; Franklin R. Kellom, Winchester, N. H.; Raymond H. Kiniry, Windsor; Joel J. Lamere, Ludlow; Harold G. Locklin, Richford; Allen P. Logan, East Orange, N. J.; Bryson deH. McCloskey, Oswego, N. Y.; Dan O. Mason, Hardwick; Julius S. Mason, Hanover, N. Y.; Alvin R. Metcalfe, Worcester, Mass.; Leon P. Millard, New Britain, Conn.; John G. Moskoffian, Armenia; Arthur J. Mott, Bristol; Alban J. Parker, Morrisville; Carl W. Perkins, Rutland; Elmer S. Pierce, Rockland, Mass.; Gerald H. Porter, Wilmington; Gordon M. Robinson, New Britain, Conn.; Eugene H. Rogers, Remsenburg, N. Y.; Carroll G. Ross, Rutland; John E. Rourke, Brooklyn, N. Y.; Donald W. Salisbury, South Orange, N. J.; Charles F. Seymour, Littleton, N. H.; Ralph P. Shedd, New Braintree, Mass,; George H. Snyder, Granville, N. Y.; Harold Taylor, Stow, Mass.; William G. Thomas, New London, Conn.; William W. Thomas, Poultney; Paul D. Thompson, Fitzwilliam Depot, N. H.; Maurice Tuttle, jr., Westhampton Beach, N. Y.; Richard S. Wall, New London, Conn.; Carlton H. Warner, Middlebury; Leon H. A. Weaver, Montclair, N. J.; Lawrence W. Wild, Springfield; Joseph A. Wilson, Amesbury, Mass.; Lawrence H. Woodward, Warrensburg, N.Y.; Charles H.Wright, Akron, O.

WOMEN.

Robberta Arnold, Worcester, Mass.; Vera B. Arnold, Quinebaug, Conn.; Ruth E. Avery, Forestdale; Ada Barnes, Middlebury; Clara P. Barnum, Jericho Center; Lucia M. Besiegel, Dalton, Mass.; Helen M. Bosworth, Bristol; Harriot E. Boyce, Waterbury; Ruth H. Conner, Methuen, Mass.; Gladys J. Cook, Shoreham; Anna R. Fisher, Vergennes; Reta L. Forbes, Middlebury; Daisy E. Godfrey, Brandon; Ethel P. Gorton, Naugatuck, Conn.; Isabel A. Grant, Union, N. H.; Isabelle Griffith, Brandon; Frances M. Guerin, Worcester, Mass.; Mary E. Halpin, Middlebury; Hazel L. Hazeltine, Reed's Ferry, N. H.; Pauline Helms, Boston, Mass.; Katherine Hobbs, Worcester, Mass.; Ina B. Hodges, Richmond; Mary E. Holmes, Westminster Station; Mertie M. James, Madison, N. J.; Mildred H. Jones, Mansfield, Mass.; Ruth T. Keet, Bernardston, Mass.; Helen E. Kenrick, Walpole, N. H.; Marjorie R. Lee, Vergennes; Amy I. McNall, Malden, Mass.; Charlotte C. Marsh, Bridgeport, Conn.; Marjorie Martin, Middlebury; Mabel A. Meade, Middlebury; Harriet C. Myers, Westmore; Louise D. Nelson, Salisbury; Dorothy I. Noyes, Salisbury; Rachel H. Pressey, South Groveland, Mass.; Pauline Rowland, Sapporo, Japan; Elizabeth K. Schoonmaker, Mansfield, Mass.; Elizabeth L. Smeallie, Yalesville, Conn.; Cecile M. Thomas, Salisbury; Flora L. Willmarth, Vergennes; Martha E. Wooding, Yalesville, Conn.; Lois B. Wright, Middlebury.

THE FRESHMAN BANQUET.

THE annual freshmau banquet took place at the Bardwell Hotel, Rutland, on the evening of October 10. The earlier part of the day provided the customary amount of excitement. The freshmen had planned everything but organization, with the result that the sophomores had a very pleasant afternoon distributing them here and there at convenient intervals about the village. When the "special" arrived a few faithful freshmen, who had dared to wait and had been clever enough to elude the sophomores, prepared to board it. The co-eds watched anxiously while they were matching strength with the sophomores. A few

additions to the freshmen at the critical moment swung the issue to the knights of the green button.

The banquet was very successful. Wilson's orchestra provided a concert and dance music. Donald Worcester Salisbury was toastmaster. The following toasts were given:

CLASS OF '16, ARTHUR JAMES MOTT

"Deep engraved on each heart
Shall be found unwavering truth."

THE FACULTY, MARJORIE LEE

"There is a certain something in your look
That marks you as a very learned man."

THE PADDLE, ALBAN JAMES PARKER

Their's not to make reply,
Their's not to reason why,
Their's but to do or die.

PROF. FRANK CADY,

"His hand is ready and willing."

OUR WORTHY SOPHS, CLARA P. BARNUM

"There's nothing on earth he will not devour,
From a tutor in seed to a freshman in flower."

THE CO-ED, DAN OWEN MASON

"A simple maiden in her flower
Is worth a hundred coat of arms."

COLLEGE FRIENDSHIPS, ALVIN METCALFE

"The pledge of friendship it is still divine,
Though watery floods have quenched its burning wine."

Professor and Mrs. Frank Cady were chaperones. The committee in charge of the banquet was as follows: R. Harold Gillmore, chairman, Robert H. Bruce, Bryson deH. McCloskey, Miss Anna Fisher, Miss Harriet Myers, Miss Helen Bosworth.

R. P. I. 33, MIDDLEBURY 7.

TROY, OCTOBER 13.—Middlebury College eleven lost its third game of the season yesterday when Rensselaer Polytechnic Institute defeated them 33 to 7 on the R. P. I. grounds. R. P. I. kicked off to Middlebury and the Vermont boys lost the ball on downs. The Troy boys soon carried the ball over. The goal was missed. There was no more scoring during the first

quarter and Middlebury put the ball into play on R. P. I.'s 30-yard line. Triggs, on a fake end play dodged through center for a 70-yard run and a touchdown. Leonard kicked the goal. R. P. I. received the ball on the next kick-off, and after a series of end runs placed the ball across the goal line and the goal was kicked. There was no more scoring during the half.

Middlebury received the ball on the kick-off for the second half, and after a see-saw with the ball for a short time, they started on a tramp down the field until stopped on R. P. I.'s 25-yard line by a forward pass going astray. The quarter ended soon after. In the last quarter R. P. I. ran away with Middlebury on account of the many injured men on the field. The Troy boys scored three touchdowns during these ten minutes.

The line-up:

Rensselaer.		Middlebury.
Woodell,	l. e.	Jones,
Preager,	l. t.	Leonard (Capt.)
Diven,	l. g.	Horsford,
Tuller,	c.	Rourke,
Pfehl,	r. g.	Hutchins, Fisher,
Keys,	r. t.	Condit, Kenure,
Turner,	r. e.	Paulsen, Cowles,
Penney,	q. b.	Triggs, Cronk,
McKilrey,	l. h. b.	Kron,
Kinlock,	r. h. b.	Wall,
Gallagher.	f. b.	Chalmers.

R. P. I., 33, Middlebury, 7; touchdowns, Gallagher, 2, Penney, 2, Kinlock, Triggs; goals from touchdowns, Kinlock, 3, Leonard; referee, Draper of Williams; umpire, Divey; linesman, McGrane.

NORWICH 39, MIDDLEBURY 0.

Middlebury was defeated by Norwich University at Northfield, October 5, by a score of 39 to 0. The first quarter was evenly contested, but the rest of the game showed Norwich to be better trained and more thorough masters of the game. Middlebury put up an excellent contest as far as they knew how. Even in the last quarter, with the score hopelessly against them, they

played with spirit and determination. The Norwich team proved weak in the line, but their backfield put up an excellent secondary defense.

Norwich.		Middlebury.
Tomasi, Lee, Fellows,	l. e.	Jones,
Kimball,	l. t.	(Captain) Leonard,
Murphy, Craig,	l. g.	Hutchins, Bump,
Burch,	c.	Rourke,
Marsh, Bailey,	r. g.	Fisher,
Alvord, Marshello,	r. t.	Kenure, Paulsen, Condit,
Barnes,	r. e.	Cowles, Wall,
Thompson, Murray,	q. b.	Huntley, Cronk,
Kinsman, Burwell,	l. h. b.	Kron, Lamere,
Brewster, Belyea,	r. h. b.	Foote,
Rich, Underhill,	f. b.	Chalmers,

Score, Norwich, 39, Middlebury, 0; touchdowns, Thompson, 2, Burwell, 2, Belyea, 1; goals from touchdowns, Thompson, Burwell, 2; referee, Wiebe; umpire, Carpenter; head linesman, McGovern, U. S. A.; line, 10–8 periods; timekeeper, A. E. Winslow.

TRINITY 62, MIDDLEBURY 0.

Hartford, Conn., Sept. 28.—Just once on Trinity field this afternoon did the visitors score first down, and Middlebury was beaten 62–0 by Trinity.

The summary:

Trinity.		Middlebury.
Dunsford, Smith,	l. e.	Wall, Jones,
Howell,	l. t.	Condit,
Castator,	l. g.	Chapman, Hutchins,
Kinney,	c.	Bump,
John Moore,	r. g.	Rourke, Hutchins
Lambert,	r. t.	Fisher,
Cole,	r. e.	Cowles,
Sage,	q. b.	Cronk,
Collett,	r. h. b.	Chalmers, Foote,
Myer, Lawlor,	l. h. b.	Kron,
James Moore,	f. b.	(Captain) Leonard.

Score, Trinity 62, Middlebury 0; touchdowns, Sage, 2, Moore, Lambert, Lawlor, Myer, Collett, Dunsford, Castator goals

from touchdowns, Kinney, 8; time, two 10 minute and two 8 minute periods; referee, Joy of Yale; umpire, Gard of Yale; linemen, Johnson, Stillson and Donnelly.

HAMILTON 24, MIDDLEBURY 0.

Hamilton College, Clinton, October 19.—The Hamilton College football team defeated Middlebury College here to-day by a score of 24 to 0. A close game was expected because of the 3 to 0 victory Hamilton won last year, but Middlebury outweighed, outgeneraled, on a strange field and without supporters, was unable to withstand Hamilton's attack. However, the score does not represent the gallant defense the visitors put up, for it was a splendid contest throughout.

The first touchdown resulted from a successful criss-cross. Leonard and Jones were unable to reach the play on account of thc character of the ground. The second touchdown came after Hamilton had kicked off to Paulson, who fumbled. The recovery was made by a Hamilton man, who ran fifteen yards before he was stopped. The ball was rushed over. The third touchdown was the result of a clever forward pass and a series of plunges. On the next kick-off Middlebury again fumbled, the ball going behind the line. Kron rushed it back ten yards. Wall made eight more on the first play. Middlebury fumbled. Hamilton recovered the ball and pushed it over. There was no scoring in the second and third quarters. The last two touchdowns were made in the last three minutes of play.

Line-up:

Eddy,	l. e.	Jones,
Jessup,	l. t.	(Captain) Leonard,
Thompson,	l. g.	Fish,
Oglivie,	c.	Rourke,
Potter,	r. g.	Hutchins, Kenure,
LaForce,	r. t.	Condit,
Fear,	r. e.	Paulsen,
Leavenworth,	q. b.	Huntley, Triggs,
Robinson,	l. h. b.	Wall,
Stone (Capt.)	r. h. b.	Kron,
Abernathy,	f. b.	Crawford, Chalmers.

Referee, A. Risley, Pennsylvania; umpire, Cook, Virginia; linesman, F. Risley, Colgate.

ALUMNI NOTES.

[Contrary to the usual custom, and perhaps contrary to the strict rendering of the title, the alumni and non-graduate notes are included under this department. We urge all alumni and all former sons of Middlebury to remember that the success of this department depends upon their contributions.]

'12. Alice Barnum is teaching in Stowe, Vt.

'12. Genevieve Elmer is teaching in Johnson, Vt.

'12. Hazel O'Connell is teaching in Wells, New York.

'12. Minnette Norton is spending the year at home in North Westchester, Conn.

'12. Lou Dutton is enjoying a year at home in Montpelier.

'12. Margaret Croft is at home this year on account of the ill-health of her aunt.

'12. Thelma G. Havens is teaching in Springfield, Vt.

'12. Louise Monroe is teaching domestic science.

'12. Blanche Bostwick is teaching in her home town, Burlington, Vt.

'12. E. J. Ryan is teaching in St. Jarome's College at Berlin, Ontario.

'12. C. D. Groupe is in Chelsea, Vt., where he is teaching in the High school.

'12. A. W. Harris is principal of the High school in Underhill, Vt.

'12. M. F. Gorham is taking his Masters Degree at Middlebury College.

'12. E. T. Tracey is teaching in Hollis, N. H.

'12. G. G. Taylor is in Pittsburg, Penn., acting as a chemist for the government.

'12. C. W. Mulcahy is studying at the Boston University Law School.

'12. M. J. Lahiff was last heard to be in New York City.

'12. I. A. Hackett is teaching in New York City.

'12. Wayland F. Walch is instructor in Chemistry and Physics, Hartford Public High School, Hartford, Conn.

'12. Brooks F. Smith is principal of the High school, Canaan, N. H.

'12. Clinton S. Reynolds is teaching in Lawrenceville, N. J.

'12. Arthur B. King is teaching in the Boston Y. M. C. A. School.

'12. Arthur C. Thomas is teaching in Baltimore.

'12. Ralph W. Hedges is teaching in Abilene, Texas.

'12. Willys M. Munroe is teaching in the Phillipines.

'12. Hugo O. Thayer is at Washburn, Wis., working as chemist for the Du Pont Powder Company.

'12. J. S. Woodward is studying law in the Albany Law School, Albany, N. Y.

Ex-15. C. E. Cole is attending the Philadelphia School of Fine Arts.

'12. Helen Merrill is teaching at Northwood Center, N. H.

'12. Helen Crosby is teaching at the State Industrial School, Vergennes, Vt.

'12. Laura Newell is teaching at the State Industrial School, Vergennes, Vt.

'12. Ada B. Hill is at her home in Lake George, N. Y.

STUDENT NOTES.

A rally was held in the Hemicycle the Thursday before the Norwich game, September 26.

The Rules Committee as chosen by the student body is Atwood, '13; Agnew, '13; Wiley, '13; Farwell, '14; Rogers, '14; Haskins, '15.

Study hours have been instituted in Painter and Starr Halls. The hours are from 8:30 to 11:30 a. m., from 2 until 4 p. m., and from 7:30 until 9 p. m.

A Dramatic Club has been informally organized under the leadership of Professor Cady. It is purposed to read enjoyably a number of the modern plays.

The first college dance of the year took place in the McCullough Gymnasium Saturday, Octobor 13. A seven-piece college orchestra furnished music. The dance was well attended.

Kappa Delta Rho has pledged: Earl F. Horsford, Charlotte; Max D. Miles, '14, Chicoppe Falls, Mass.; Charles A. Forte, Middlebury; Robert S. English, Charlotte; Charles H. Wright, Akron, Ohio.

Alpha Sigma Phi has pledged: Joel J. Lamere, Ludlow; Henry E. Alward, Ludlow; Dan O. Mason, Hardwick; James B. Jones, jr., Batavia, N. Y.; Lloyd B. Gale, Batavia, N. Y.; John E. Rourke, Brooklyn, N. Y.

Chi Psi has pledged: Carleton H. Warner, Middlebury; Joseph W. Howe, Valatie, N. Y.; Carroll G. Ross, Rutland; Raymond H. Kiniry, Windsor; Edward J. Coonerty, Windsor; Edward S. Huntley, New London, Conn; Frederick L. Fish, Vergennes.

The Delta Upsilon Fraternity has pledged the following men: George M. Crawford. Wilmington, Del.; Bryson deH. McClosky, Oswego, N. Y.; Alvin R. Metcalfe, Worcester, Mass.; Richard S. Wall, New London, Conn.; John J. Floyd, New London, Conn.

The Delta Sigma Fraternity has pledged Franklon R. Kellom, Winchester, N. H.; Harold G. Locklin, Richford; Leon H. A. Weaver, Montclair, N. J.; Ralph H. Gillmore, Concord, N. H.; Charles F. Seymour, Littleton, N. H.; Joseph A. Wilson, Amesbury, Mass.

The afternoon of September 28 saw the sophomores victors of the Hat Scrap over the freshmen by the score of 4 to 0. The time allowed this year being only three minutes, the scrap was fast and exciting. Of the '15 men who had hands on the hat Tuttle had two, Haskins one and Beckwith one.

A Progessive Club has been organized with Ladd, '13, president; Miss Hatch, '14, vice-president; Bundy, '14, secretary and treasurer. These three officers with Leonard, '13, and Miss Magoon, '14, form the executive council. The club has fifty-one members, who have designated their approval of the Progressive principles.

A Wilson Club numbering some seventy-six members has been organized with McGuirk, '13, president; Miss Foss, '14, vice-president; Mr. Farwell, '14, secretary and treasurer. Davison, '13, Miss Rockwood, '14, Cluff, '14, have been chosen a committee to confer with the Progressive Club on a debate

between the two organizations. Great enthusiasm was manifested at this meeting.

Delta Kappa Epsilon has pledged: Carlyle G. Kron, '15, New Britain, Conn.; Robert B. Chalmers, Fitchburg, Mass.; Edward M. Dickinson, Lunenburg, Mass.; Graydon A. Cowles, New Britain, Conn.; Ralph A. Foote, Cornwall; Donald W. Salisbury, South Orange, N. J.; William R. Keefe, Greenfield, Mass.; Philip H. Condit, East Orange, N. J.; C. E. Paulsen, New York City.

Because of the increase of students the annual reception of the college Christian associations was held in the gymnasium. After a period had passed, the interesting programme arranged by the Y. M. C. A. was presented. A brass quartette, composed of Atwood, Walch, Wiley and McMurtry, all seniors, gave a couple of thoroughly enjoyable pieces. Miss Suter, '14, Chandler, '16, and Pollard, '13, sang. Miss Crawford, the Dean of Woman, talked entertainingly on the theme "Keep Moving." President Thomas, who followed her, kept the students in good humor while making some telling remarks. After refreshments were served a short time was spent in singing songs.

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The Civics Club, an organization for the better understanding of the civic conditions of the time, has for its president, Wiley, '13; vice-president, Davison '13; secretary and treasurer, McGuirk, '13; executive council, Wiley, '13, Professor Wetherell, and Farwell, '14. Professor Wetherell has been giving a series of lectures on the political campaign.

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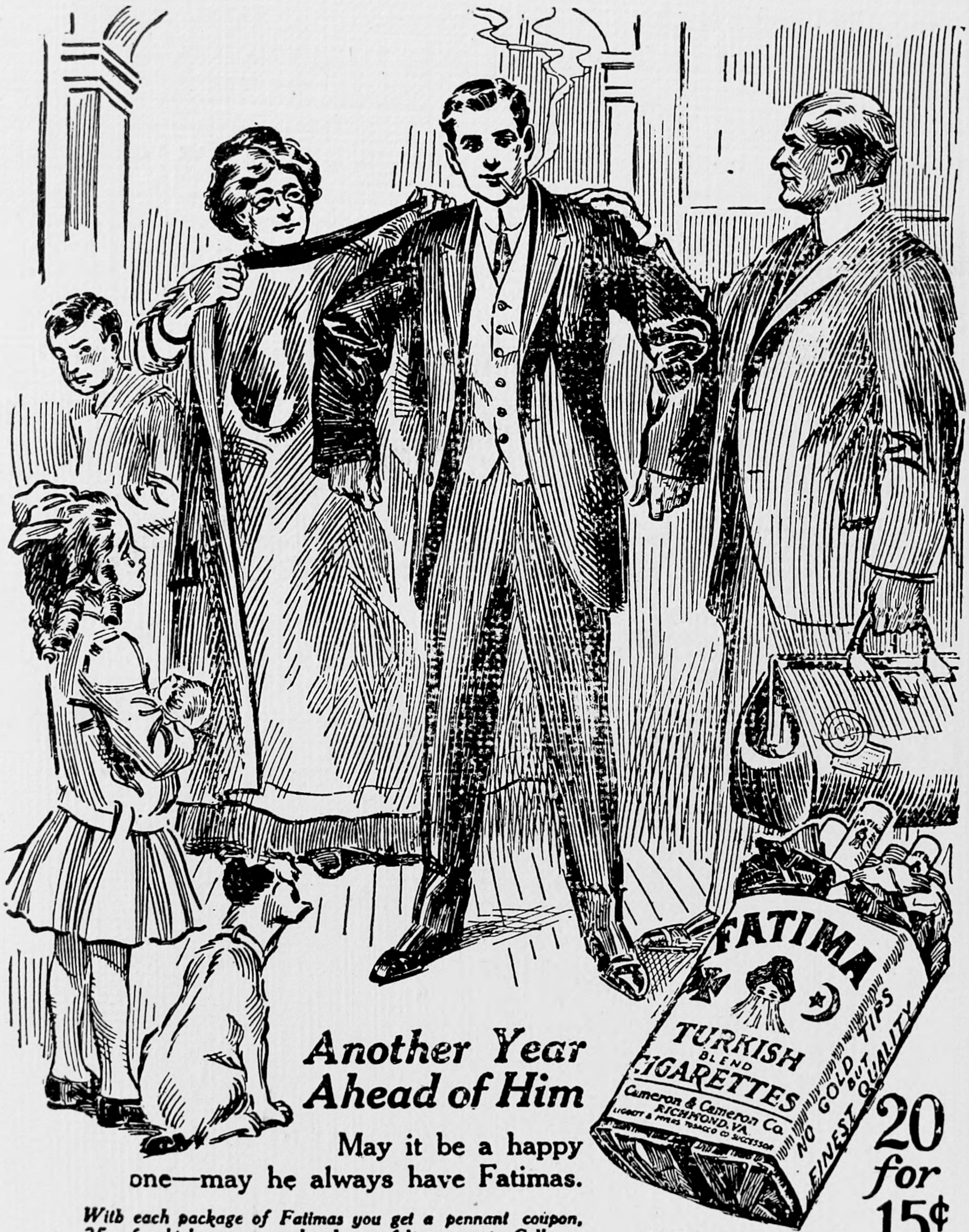

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